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N. C. POND, Editor of this Number.

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THE MARKING SYSTEM.

IT will be remembered that some months since an article appeared in the Journal under this heading, from one of our best and most experienced teachers, in which, to the author's mind, undoubtedly, it was proved conclusively that a system doing such injustice and working results so injurious to our schools, ought to be abandoned at once. The first impression made by this article was not very marked, but after hearing a gentleman state at a Teachers' Convention that the article above referred to was worth the subscription price of the Journal, and that gentleman from a city whose schools are noted for their perfected marking and other systems, which have a tendency to facilitate and render more effectual the efforts of both teacher and pupils, we again considered the article. In every number of the Journal since that time we have hoped to find an article either to sustain or refute the ideas therein contained, but we have been disappointed. Not one of all our teachers, who have practiced the system much longer than we, has attempted to show that the charges made against it were not "well grounded and sustained."

Feeling that a cloud has thus been made to hang over the system, and that the evils "briefly summed up" are not connected with it to the extent they were in the mind of the author, we attempt a reply. Let us consider the questions as put by the author.

First: "*Is it* JUST, *and does it* PAY?"—To claim that the system is perfect, and, therefore, strictly just in its application, would be more than we could do for any system connected with human organizations. There is no system employed to guide the actions or thoughts of men that will not affect some unfavorably. So it is with the marking system in our schools; while it enables the teacher to understand his pupils better, impresses the pupil with the idea of order as connected with their actions and thoughts, operates as a wholesome stimulus to systematic and consequently more successful effort; *as a whole*, that it does fail to accomplish all this in some cases, and may even affect unfavorably, is undoubtedly true. We believe, however, it answers the end for which it was designed, and is as equitable in its application as its friends could reasonably expect. "*Does it pay?*" I answer; does it pay to connect system with the actions and thoughts of men in any circumstances? Which gymnast is more successful, one who exercises systematically, or one who does not? Who is the more successful student, he who connects system with mental effort, or he who does not? In short, when do men accomplish most, either in thought or action, when they systematize their efforts or when they do not?

Without stepping outside of our profession—why is the teacher of to-day able to give instruction in so many more branches, and in a better manner than the teacher of twenty-five years ago? Why are the classified schools of to-day more successful than the unclassified of former and even later years? It is because of the adoption of systems, which serve to unite thought, and make effort more effectual. We would not claim that the marking system is the most important of these, but we believe it to be a link in the chain of systems without which the efficiency of others would be much lessened.

Again: "Are the true ends and the great object of education promoted by it?"

We believe they are, because systematic training, whether moral, physical, or mental, is more effectual than that where system is wanting, and that this is an aid to the modern methods of instruction which are working such results in our schools.

The great evils connected with this system, and the great injustice done to individuals and even to a majority of the pupils, seem to me to exist principally in the mind of the writer. What are some of the evils enumerated? "It gives great encouragement to some who do not need it; it depresses others and so discourages them as to compel them to leave the school; essentially deprives them of their education and changes their future course in life."

We admit it may be employed by the teacher so as to act as a powerful stimulant to those with active minds, awakening in them the most earnest resolves, and determining them if it is possible by the most intense application to obtain the highest mark in the class or school, but we do not believe it a necessary or even legitimate result of the system. Use it to excite the pride, to arouse the ambition of the pupils, cause them to think they should labor earnestly because the result of their efforts is to be circulated through the district or city, that all who are interested may know their relative standing; make this the prime motive for study, and the result above referred to will undoubtedly be reached. But instead of this, let the pupils be influenced to labor from a sense of duty to God, who has endowed them with such wonderful powers of body and mind, and be caused to think the marking system is an index of their efforts, and all this undue excitement will exist only in imagination. Need any be depressed or driven from school, because a record of their efforts is kept from day to day? Would not all rather be stimulated to make proper exertion in a proper manner?

We believe the class of pupils to be *very* small which is affected unfavorably by the proper use of this system. When we meet with those who need awakening, let us employ the

same means to awaken them with the use of the system as without, and they will not be troubled about it. We would not employ the system (as the writer seemed to regard it) as the only motive for effort; we would by no means have the pupil feel he must study simply because a record is kept, but because he loves to study and do his duty.

The author admits that by the use of the system the teacher will have a more definite knowledge of the attainments of his pupils; that upon some he can place perfect reliance; they will at all times be ready, so that the recitation will never be a failure, &c.; but at the same time intimates that when we go to hear such a class recite, the members who can recite best will be called upon to occupy the time, and adds, "very likely they will be found to stand highest on the records." Go to a school wh re the system is not employed. The teacher may, if so disposed, call upon the best scholars to recite, he may be commended, the pupils may be flattered, the school pronounced one of the best, &c. Such deceptions are not attributable to the system.

Another important point in the mind of the writer is the motive which prompts to action. He asks; "does the system encourage, in a proper way, the true love of improvement?" We would not have the system employed at all as a motive to study. Cultivate the true love of improvement in the same way with as without the system; influence all to feel that their powers of mind are gifts from God, and, therefore, an obligation rests upon them to cultivate them in the highest degree; do this, and the system will come to your aid, operating as a wholesome stimulant. Who will say that the fact of God's keeping an account of all we do, say, and think, which will be reviewed by us and an assembled universe, does not operate as a wholsome stimulus to right action, and the cultivation of pure thoughts and emotions?

Again he asks; "Does not the marking depend *essentially* if not entirely upon the verbal recitation, and may not this be secured upon many subjects studied without a thorough knowledge or true understanding of the same?" We say the mark *need* not be a measure of words. Will a teacher who

employs the system be any less likely to detect the superficiciality of a pupil's knowledge, who has obtained it with the aid of keys, or by borrowing from his neighbor? May he not in the freest manner exercise his judgment as to the thoroughness of the pupil's knowledge, and give him credit accordingly? Though the *system* will not detect such deceptions, we believe the teacher who uses it will be none the less likely to, and as by it he will have a more definite knowledge of their attainments, he will be more likely to do justice to all classes.

It is possible some pupils have said, "Oh! I can't stop to understand; if I repeat the words of the text I shall get a high mark," &c. We trust the number is very small, for we believe it the result of the *wrong* use of the system. No pupil need feel that the system compels him to hasten on committing to memory words and rules entirely unmeaning to him, but rather that it calls him to linger until a thorough knowledge is acquired, for which effort he shall receive credit. I see no reason for the statement that the mark must be given, if given at all, as a measure of words, and if they are glibly uttered in large quantity without hesitation or inaccuracy, the inference *must* be that all is right, the pupil is flattered, and a high mark is given for the performance. Must the teacher who makes use of the system thus close his eyes to the true merits of a recitation? We say emphatically—*no.* We see nothing in the proper use of it to lead to any such result. There is nothing in the system to encourage a parrot-like mode of recitation, or reward superficial word-uttering. Let those who conduct such recitations "prate as lustily" as they please about thoroughness in teaching, we would bring to our aid the modern systematic methods.

If there is nothing like teaching, in the true sense of the term, in the mechanical method of grinding out lessons, so long sanctioned and encouraged by the marking system, why is it that the classified schools of the present day are so successful? Teachers, awake! Are we employing a system so injurious in its results? let us no longer cherish the delusion!

We agree with the writer as to the use of a key in the study of mathematics, and all other aids lessening mental effort, but we see nothing in the proper use of the marking system which has a tendency to lead to such a practice. It is, indeed, easier to "hear a lesson recited than to teach," but the true teacher will always guard against being satisfied with hearing simply, and will labor to discover the law of the mind's growth, that he may work in harmony with it, and thus unfold, strengthen, and develop its faculties, which can only be matured in accordance with fixed principles established by its Author—God.

Another fact is noticed, viz: in many schools the classes are so large that it is not always possible to hear every member recite at every recitation, therefore, one recites to-day, another to-morrow, and so on; but every member is marked for each recitation. That this is done by giving those who did not recite an average mark, that is, if they recited well when *last* called upon they will have a favorable mark when not called upon, and *vice versa*. The great injustice of such a course is made to appear, from the fact that different lessons and different parts of the same lesson involve vastly different degrees of difficulty, so that no teacher can make proper discrimination. Again, the pupil who fails to-day, says; "I will redeem to morrow. By extra effort he masters the lesson, goes to recitation feeling certain of success; he waits anxiously to be called upon to recite, but the recitation closes without his having had an opportunity; therefore, the low mark of the former recitation is repeated, the pupil discouraged, and great injustice is done." Now this reads very well, and is all very true, provided such things were connected with the system. So far as our experience goes, pupils are not marked unless called upon to recite, and, therefore, the record of to-day will show, to-morrow, who did not recite, that *they* may be called. Thus it will be seen, by the use of the system the pupils will be more likely to enjoy their proportion of the teacher's attention, will only be marked when they recite, and will be sure of an early opportunity to redeem their credit, provided they make a poor recitation. It would be

impossible for a teacher with several large classes to remember who was called upon to recite. Thus the system comes to our aid, enabling us to avoid the evils of which complaint is made.

As to lessons and different parts of the same lesson differing in difficulty, consequently causing great injustice by the use of the system. I ask—would a teacher be any more likely with than without its use to call the same pupil on the easy part of the lesson? In either case he must judge of the pupil's ability to master the difficult portions in order to understand his character as a scholar, and we think he will be better able to judge correctly with the record than without. We believe with the author, that the teacher has much to do with the character of the recitation, that by an inspiring look he may much increase its interest, but what has that to do with the pupil's efforts before going to the recitation? Will the pupil's faithfulness in preparing the lesson depend so *much* upon the spirit of the teacher that great injustice would be done unless the teacher be marked? We are not considering the use of the system with such classes as receive most of their knowledge through the direct efforts of the teacher at recitation, and, therefore, nearly all depends upon the spirit of inspiration or *tact* of the teacher, but such as have lessons assigned and are expected to make proper effort to understand them, then go to recitation to show the result of their efforts, and obtain assistance if it be needed. We admit that to apply the system with *justice* for the sole purpose of ascertaining the attainments of pupils for classification or some other specific purpose, written questions should be given, and all allowed sufficient time to answer, but is this fact an argument against the system to be used for its overthrow? by such a criterion we could condemn any system connected with civilized life. Without reviewing the points referred to or challenging a reply, we will close by saying we think the mistake of the author lies in charging to the system evils connected with its improper use.

Resident Editor's Department.

OBJECT LESSONS.

WITHIN the last few months no question has been more frequently asked among teachers than,—"What do you think of Object Lessons?" As might be expected the answers are widely different, for there is an honest difference of opinion on the part of the better class of teachers. Some have opposed or ridiculed them, as they do every new thing Adherents of the "stand still" theory, they will see nothing good in new plans or theories. Having long traveled the "tread mill" round, they have come to regard it as the only correct one. With them any change or any addition is undesirable or inadmissible. They are content with the old way. "Wedded to their idols" we must leave them to their own notions and devises.

A much larger number will be slow to advocate the use of "Object Lessons" from the fact that they have seen them improperly developed by some unskillful teacher, who has entirely perverted them and made them seem ridiculous. We have met with those who seemed to have the impression that to give an object lesson simply required a talking power, a sort of "gift of gab," and the asking of questions indiscriminately and irrelevantly. With such, Object Lessons and all other lessons amount to but little.

Again there are many teachers who have faith in Object Lessons, believing that they will prove both pleasant and profitable, and particularly so in our lower grades of schools. They are anxious to know something of the true mode of imparting such lessons, and of the proper extent of their adoption. It is for such that we insert this article and what follows on the subject under consideration.

At an Institute recently held in New Britain we were highly entertained and instructed by some specimens of "Object Lessons" given by Miss Funnell of Oswego, N. Y., and we do not hesitate to say that such lessons, as skillfully developed as these were, will prove highly profitable. They were evidently given by one who comprehended the subject and possessed the right power of developing the same. We had intended to give a brief report of one or more of the lessons given by Miss F. but our eye has just discovered an article from E. A. Sheldon Esq., Superintendant of the Oswego schools, a gentleman who has taken an active and judicious part in securing the right introduction of such lessons into the schools under his charge. The article which follows was prepared for the New York Teacher, and we commend it to the careful attention of our readers, who, we are confident, will derive many excellent hints from it. We will merely add that the lesson described was, undoubtedly, before a class which had received considerable previous training on more simple lessons.

SKETCH OF AN OBJECT LESSON—THE CROW AND THE PITCHER.

1. Bring before the children a picture of a crow, and let the children notice its short, thick neck and short beak.

2. Story related. On a very warm day in summer, a crow was flying about, and became very thirsty. Ask the children what they could do if they were thirsty? The crow with much joy perceived a pitcher at a short distance and flew to it; but found very little water in it. There was plenty for the crow, but she could not get it. Children say what was the reason? The crow being very thirsty does not fly away in despair. What can she do? Teacher presents a pitcher with some water in it, and lets the children say how they would manage to reach the water with their mouths. [They could upset it.] But the crow could not do this, it was too heavy. What, then, could they do? [They could fill the pitcher with pebbles.] If the crow could do this, what would be the effect in doing it? [The water would rise to the top.] Why? [The pebbles are heavier than the water; they sink to the bottom and cause the water to rise to the top.] Ask the children how the crow is

rewarded for her labor? [By getting some water of which she stands in need.]

3. The children should determine the merit of the crow. What was her conduct? How they can follow her example? When they have some work to do which appears to them difficult, they must not say they can not do it, but think what means they can adopt to do it. If one way that they try fails, then what will they do? Consider first what to do, and spare no pains to succeed in what they feel is right to be done. Ingenuity and perseverance will have their reward. This to be repeated by the children.

[The following is a verbatim report of the above sketch as it was worked out with the class.]

Teacher says, I am going to tell you the story of "The Crow and the Pitcher," which is called a fable. What is a fable? A story to illustrate some truth. Is a fable a true story? It is not. Then why is the story told? So that we may profit by it. Teacher presents a picture of a crow and says, I should like to have you tell me something about this picture. What can you say of the crow's neck? Its neck is thick and short. What kind of beak has the crow? It is long—it is short. Teacher shows the picture of a flamingo. How does the neck of the crow compare with the one in this picture? It is shorter. Teacher proceeds to tell the story. On a very warm day in summer, a crow was flying about and became very thirsty. What could you do if you were very thirsty? We could get some water. The crow with much joy perceived a pitcher with some water at a short distance and flew to it, but found very little water in it. There was plenty for the crow, but she could not get it. What was the reason the crow could not get it? It was too far down. Why could not the crow reach it? Its bill and its neck are too short. But the crow did not fly away; it did not despair. But what *could it do?* Get some water out of the pitcher. How would the crow get it out of the pitcher? Tip it up. But the pitcher is too heavy, it can not tip it up. Can you think of any other way? Put in its beak and head. But you told me its neck and bill were too short and, therefore, it could not get it. One of the children come here and look into the pitcher, and tell me how you could reach the water with your mouth? Break off the top of the pitcher. Another one come, and see if you can contrive any other way? Take something and dip it out. Any one in the class tell me some other way. Tip it over. Think of any other way in which you could get the

water besides tipping it over. The crow could not tip it over, and it had nothing to dip it out with. Stick its head in—stand on top of the pitcher and put its head in—go into the pitcher. But the crow could'nt get its head or neck in. If you had a cistern out doors, and the water was so low that you could'nt reach it, and you wanted the water very much, what would you do? Take a hook and a pail. Can you think of any other way? Go down in and get it. Another tell. Put a ladder down. Sarah come and look into the pitcher and see if you can tell how the crow could get the water. Stretch its neck and reach it. I want you all to think carefully, and tell me, if you can, how it could do. It could take something and put in and get it out. Perhaps you might do so, but the crow could not. Some one could come and get it out for it. Another says it might rain and fill the pitcher. Maggie, can you tell? Fly away to some other place. No he wanted the water in the pitcher. Pull up the pitcher. Come here and try, and see if that will make any difference. (Child raises the pitcher and turns it up.) But the crow could not turn it over—it is too heavy. Sometimes when you have had a cup of tea that was nearly full, what might you do to make it run over? Pour some more tea in. Tell me some other way. Put some more water in. Some other way. Put it on the stove and let it boil over. Another way. Put some milk in it. Yes, but you sometimes do something else that makes it rise higher. Now what is it. Put a spoon in it. Now could you say anything that the crow could do to make the water rise higher in the pitcher? Put his foot in. Could he do any other way? Put a stone in. Yes I think he might put stones in, and what effect would they have? They would raise the water. Why would they raise the water? Because they are heavy and would sink and push the water up. Then how was the crow repaid for his labor? He drank the water. What can you say of the crow for trying these plans? He was wise. Yes, he was wise, and what else? He was persevering. Yes, he was persevering; but why do you say he was persevering? Because he would not stop till he got the water. What else was he besides? He was cute. Well, but I think there is a better word than cute, we will say he was ingenious. What showed his perseverance? Because he tried to get the water. Tell me of something else that showed that he had perseverance? He staid there till he got the water. Yes, and what did he do besides staying there? He tried many ways. What may we learn

from the crow? To have patience. Think of some way in which you could follow the example of the crow. By being persevering. Yes; and when can you be persevering? When we have something hard to do, and think we can't do it. When you try one plan, and that don't succeed, what should you do then? Try another. If that fails, what then? Try another. And if that fails? Try another. If you then succeed, how will you feel? Feel happy. Yes, you will feel well, and if you persevere you will always succeed. Perseverance and ingenuity always bring their reward. Children repeat "Perseverance and ingenuity will always bring their reward."

Criticisms of the Members of the Training Class on the above Lesson.

No. 1.

The manner of the teacher was very energetic, and calculated to interest the children, and it produced this effect; aided by the subject which was new to them. There were some few instances in which the teacher erred.

1. When the children said that the crow could go into the pitcher and get the water, the teacher should have spoken of the shape of the pitcher, being narrow at the mouth and very deep. The teacher showed great patience in the part of the lesson where she wished them to find out how the water must be raised, and I was pleased to see that although the children did not give her the answer she wished, she was not thrown off her guard; and finally brought it from the children instead of telling them, as I some feared she would be obliged to do. The conceptive faculty was exercised to a certain degree, perhaps not sufficiently. The application was wanting in particular examples.

2. The teacher made use of some questions which might have been bettered, and one incorrect expression, saying the raven is not a crow but it is very near one.

The lesson as a whole was a success; the children carried away with them all which the teacher designed to give them.

No. 2.

I thought that the teacher commenced the lesson very nicely, and the children seemed to be very much interested. She dwelt too long on how the crow could get the water without assisting them in devising ways. It would have been better had she asked the children in what way the crow could make the water rise in the pitcher, instead of how the

children could. It seemed to lead them too far from the subject. I liked her manner very much, she seemed to be self-possessed. I thought that the application was a little too general.

No. 3.

Think the lesson nicely introduced. The teacher's manner of relating the fable calculated to awaken the interest of the children. Did not understand clearly whether she wished the children to tell how they could obtain the water—or how the crow could obtain it. In presenting the picture of the raven she said: it was very near a crow. Think she should have said it resembled a crow. Thought the following question not correctly put: Why did he have ingenuity? She also said—see if you can't try and think of an application.

Thought the last part rather difficult; the children appeared to have a general idea of the perseverance of the crow, but not particular enough for them to apply it.

No. 4.

The Lesson—A good one. Suitable to the children. Well arranged. A very good introduction. Children well exercised. Sufficient mental effort.

The Teacher was very much composed. Set an example of patience herself. Allowed the children to reason out for themselves, the manner in which the crow was to get the water. Good in having before the children a pitcher of water and in letting them try to see how they could get at the water themselves. Brought out the correct answer at last. Think however that some of the answers might have been avoided if she had given a description of the pitcher, as to its long neck and small mouth One of the children gave in answer to her question as to what they thought of the crow, that he was cute. Teacher gave the term ingenuity: think they had no clear idea of the word. Should have explained.

Children were very much interested, and carried away with them what the lesson was intended to teach;

Applicaton. In this the teacher should have been more particular, and led the children to say how they each could imitate the crow. Talked a little too much herself in this particular.

No. 5.

The teacher used the expression, "It did'nt despair of getting water." Doubt whether the children understood the word despair. She asked the question, How was the crow

repaid for her labor? which the children did not answer directly. I think the difficulty was in the form of the question put. She used the expression, Then the crow had a great deal of ingenuity. This might have been brought out by referring to inventive persons, then to the means invented by the crow. ("Never tell a child what he can discover for himself.") She showed much perseverance and patience in the manner in which she drew from the children the means used by the bird to get the water; yet the time dwelt on this point led to guessing, instead of exercising the reasoning faculties. The manner of the teacher was particularly pleasing. She was neither bustling nor excited, yet was sufficiently energetic to interest the children and perfectly self-possessed. On the whole I think it an excellent lesson, which was interesting, as well as profitable to the children.

No. 6.

I think the lesson opened very nicely by bringing the perceptives into action. The children were led to notice the short beak and neck of a bird resembling a crow. The teacher expressed herself incorrectly by saying the bird she held was very near a crow, instead of telling the class it was something, or nearly, like a crow.

I do not think she exercised the conceptive faculty sufficiently. An undue proportion of time was spent I think in the exercise of the reasoning faculty. The children resorted to guessing, before the teacher, by proper questioning, brought them to see the point. I think there was some loss of time for the want of good questions. In some instances I think the teacher drew conclusions for the children. When the class told how *they* could get water from the pitcher, the teacher would tell them "The crow could not do so." I think by proper questions, they would have drawn the conclusion themselves. I think the application was too general. I was much pleased with the teacher's manner, thought her sufficiently energetic, kind and composed. She gained the attention of the class, interested and instructed the majority of the members in a good degree.

No. 7.

The manner of the teacher was particularly pleasing, kind, composed, and sufficiently energetic. She did not exercise the conceptive faculty sufficiently in picturing out the distress of the crow, his difficulty in obtaining the water, and his joy when he succeeded—think she succeeded in developing the idea of patience, perseverance, and ingenuity—that all the

children did not understand the term ingenuity as synonym for "cute," which one of them gave as expressing the idea of ingenuity. The questions of the teacher not all correctly framed.

The children did not all seem to have a clear idea as to how the stones raised the water to the top of the pitcher. The teacher should have led them to see that it was because the stones took the place of the water, and not because they sank to the bottom, that they raised the water to the top. The application was well introduced, but too general towards the last. The children should have been led to make the application themselves.

Criticism of the Training Teacher.

No. 8.

1. Lesson properly introduced. The teacher did well in directing the attention of the children to the short neck of the crow. She might have led them to notice that the beak is strong. This would have been referred to afterwards. A strong beak was needed to lift and carry pebbles.

2. The reasoning faculty of the children was, on the whole, well exercised. The teacher made them think of many ways by which water might possibly be procured. She showed great perseverance, and was determined not to tell them how the water could be obtained—a thing within the range of their own experience. She spent a good deal of time on this point, not being ready with a variety of questions and illustrations—still she persevered and succeeded. She was justified in bringing the pitcher before them while desiring them to find out how they might get at the water without using their hands. I thought she failed a little in subordinating this experiment to the lesson. The children seemed to forget the crow for a time and only to be anxious to find out how *they* would manage. Still they were ultimately led back to the efforts made by the crow.

3. I agree in your remarks as to the language used; it was generally correct. Some of the questions were not well framed; as "we would do what," "why had he persevered," are not proper questions, when the teacher meant to ask how children knew he had perseverance, or how he showed that quality. As one of the class has observed, I do not think that all the children had a clear idea of the application of the term "ingenuity;" I think, however, that the teacher developed the idea. The children gave the word "cute." The teacher substituted "ingenuity" without taking sufficient

measures to ascertain that the new term was generally apprehended.

4. As regards the exercise of the conceptive faculty the lesson certainly was deficient. The crow weary and thirsty; his joy on discovering the pitcher, and his disappointment on finding that he could not reach the water; his repeated journeys for one pebble after another; his hope as the water slowly rose to the brim; his pleasures in the long delayed draught—all these should have been wrought out briefly but vividly. They were hardly touched upon, still as it was not the chief object of the lesson to exercise the conceptive powers, this deficiency is not so great a fault here as it would be in a lesson of another kind.

5. I should not say that the application was "too difficult" for the children, but it was too general. Had the teacher led the children to name acts or employments they found difficult, and then led them to think of ways in which these special difficulties might be overcome, there would have been more force in her general conclusions. She needed, however, to teach them in a considerable degree to feel that they would not give up. They would try again, and this is even a more important point than the other.

6. The manner of the teacher was self-possessed, cheerful, and energetic. The lesson on the whole was very fairly given.

Cork.—Many persons see cork used daily without knowing whence comes this useful material. Corks are cut from large slabs of the cork tree, a species of oak which grows wild in the south of Europe. The tree is stripped of its bark at about fifteen years old, but before stripping it off the tree is not cut down, as in the case of the oak. It is taken while the tree is growing, and the operation may be repeated every eighth or ninth year, the quality of the bark continuing each year to improve as the age of the tree increases. When the bark is taken off, it is singed in the flames of a strong fire, and after being soaked a considerable time in water, it is placed under heavy weights in order to render it straight. Its extreme lightness, the ease with which it can be compressed, and its elasticity, are properties so peculiar to this substance that no efficient substitute has been discovered. The valuable properties of cork were known to the Greeks and Romans, who employed it for all the purposes for which it is used at present, with the exception of stopples. The ancients mostly used cements for stopping the mouths of bottles or vessels. The Egyptians are said to have made coffins of cork, which being spread on the inside with a resinous substance, preserved dead bodies from decay. In modern times cork was not generally used for stopples till about the close of the seventeenth century, wax being till then used for that purpose. The cork imported into Great Britain is brought principally from Italy, Spain and Portugal. The quantity annually consumed is upwards of five hundred tons.—*Scientific American.*

A WORD LESSON.

MR. EDITOR: A young lady at school has asked me to define the term *classics*, and tell the difference between ASSENT and DISSENT. I reply thus:

I. *Classical* is from the Latin, *classicus*, *classis;* Greek, κλῆσις. Thus: root κλᾱ=*call;* κλῆσις=1. A *calling* or *summons.* 2. The persons called, *a body of people convened.* Latin, *classis*=do. Hence a *class* is literally *a number of persons summoned, convened and arranged according to some special purpose, and with a supposed common fitness to that end.* The Roman citizens were thus divided at first into six *classes*, *classicus*, then our *classical*,=literally *pertaining to a class*, and *classic authors* or "the classics" are such authors as deserve to form a distinct *class* by themselves. The term, as now used, may be applied to either writers of ancient or modern times.

II. *Assent* and *dissent* are from Latin *ad* and *con-sentio. Sentio*=1. Know by *senses.* 2. Know by *mind, i. e., perceive.* 3. Know by *reflection, i. e.*, to *cognize*, to *think, judge.* The last two meanings most used by us. AD-*sentio, to assent*, then,=to judge *to* or *in accordance with* another, *i. e.*, to agree *deliberately* and *voluntarily* with another's opinion. CON-*sentio*, to *consent*=to think *with* another *at his request*, or *under some influence from him.* Hence I may *assent* to A, and *he not know it*, but I can not consent without A's *previous action;* or, to use scientific terms, an *assent* is an *individual*, and a *consent* a reciprocal agreement in another's opinion.

C.

A LETTER ON STUDY FOR ALL MY TRUE PUPILS.

M———., Tues., Aug. 27th, 1861.

MY DEAR FRIEND: I have a few moments leisure, and embrace it gladly to send you a few thoughts.

On Study.—As to study, remember that what the mind needs is not so much *quantity* as *quality*, in ideas and thoughts. It is *energy*, the *drill* and *development* of every power and

faculty that makes our throne of reason erect and stable. Our forces must be, as it were, in our *hand*, ready to apply on any subject we find before us. Hence the *maximum of energy* is the standard or measure of excellence in a given study. If your intellect is well exercised in every part, you will be ready for every new language or art. Willing, thinking, feeling, will be easy, and the mind be urged forward by its own momentum. Hence—

1*st.* Be *clear* in every lesson. Let no thought fail of being understood.

2*d.* Be *attentive.* Concentrate *will* on the intellect and learn to *hold* your mind with *steady, direct* force on the given theme. Here lies the secret of most of this world's greatness. Think *steadily* and *persistently.*

3*d. Study* CHEERFULLY. Let there be no jar of passion from any cause. Feeling and thought are *successive*, not *cotemporaneous* states. Each may precede, cause or flow from the other. But when a man feels strongly he will not reflect with power and truth. Hence, *be not over-anxious for progress.*

4*th.* Study *naturally.* Let the machine work smoothly. If energized and happy do not calculate *amounts* or *goals.*

5*th. Do not measure progress by the works of others.* You are *yourself.* Attainments are *relative.* Do not envy, yet admire and emulate. Be just to all. Rejoice in your neighbor's success; "in honor preferring one another."

6*th.* Do not study to *weariness.* Stop and change the theme. Variety *rests* the *mind.* Mere thinking is the natural state of the intellect. Your capacity to think, to eliminate thought, to attend and distinguish, will grow with *exercise.*

7*th. Be patient.* Impatience is *passion. feeling;* and feeling, especially unpleasant feeling, wars upon thinking. For thinking, whether perception or reflection is *calm*, a mere action of *intellect.*

8*th. Be* GOOD. Goodness—the most earnest *desire, purpose* and *effort* of the mind to *do all that is known to be right.* This state of mind alone secures a peace and harmony in

all the various faculties of the soul. It is the only *normal*, *i. e.*, *natural* state of the mind; the very condition which God designs, the state in which angels always live and act in heaven. Hence the *greatest energy* and *union* of our powers are produced by our being in this state, *freely* and *consciously* and *constantly*. Would you be *great?* Be *good.*

9th. Pray without ceasing. For, it is a mental fact, that of all exercises of the mind prayer is the best. It calms, purifies, elevates, and energizes all of our faculties. It casts the soul consciously and delightfully back on her great Father's spirit. It brings down a new life into our being. It opens new worlds of feeling, enlarges our horizon, and so sublimes our view and aims. And finally, it keeps our selfishness down—selfishness which blinds the understanding, stupefies the conscience, chokes the heart, and narrows all our fields of ambition.

Thus doing, my dear friend, you will be educated in the best sense. With these rules you will grow strong and wise, *whatever* you may select as your theme of thought. *God wishes you to be as great as you can be or desire to be*, only it must be *under his laws*—the laws enstamped on our soul. *Sin, sin*, is the tyrant of the soul. "Truth alone makes free." Rise in your might. Dare to be good. Dare and decree *with all your might* that you will be intelligent, will be a *knower*, will develop every energy as your Creator wishes and ordains. May God bless and guide you ever more.

Your *true friend*, H. M. C.

TIME APPROPRIATED TO DIFFERENT STUDIES.

One of the most important topics to be considered in connection with our public schools, is the relative amount of time properly devoted to different branches of study. I believe that the prevailing practice in this regard is in some points very erroneous. Certain studies occupy the time and attention of teachers and pupils, to an extent quite beyond their intrinsic value, and to the damage or exclusion of other branches. Let us bear in mind, at the outset, that every thing

can not be studied in the common school. The time and the capacities of the children are limited. But the branches which are studied should be those of the greatest value to our children when they shall enter upon the duties of life. Bear in mind again that the value of any study consists in two things; first, the information which is derived from it, suited to the wants of practical life; and second, that discipline of the mental powers by which a man is enabled to acquire other knowledge, to remember and classify facts, to apprehend the relation of things, to reason clearly and to act promptly in all the business of life. Some studies contribute more to our practical knowledge, others to our mental discipline. Nearly all studies, of course, add something to both. Now the question for us to consider is, whether the ordinary studies of the public school, as commonly pursued, are adapted to secure these two objects in the best proportions.

Let us compare, first, the study of language and the study of numbers, as found in the schools. Every child learns something of reading and spelling. Most of the girls learn something of grammar; and a smaller number of the boys learn less of it, theoretical or practical. To composition, the most effectual means of learning the language, very little attention is given by either. Arithmetic, on the other hand, engrosses the attention of all, from the beginning of the course, at six or eight years, to the end of it. In a great majority of the schools it is only written arithmetic—arithmetic by rule and by rote. The high ambition of each seems to be, to "do the sums,"—to "cipher through," first the "Common School," and then the "National;" and no young man thinks his arithmetical character fully established, until he can "get the answers" to all Father Greenleaf's questions, practical and unpractical, arithmetical, geometrical, algebraic, and nondescript. It is just to say that a vast improvement has been made, within a few years, in the manner of teaching arithmetic. More of the *science* of numbers is learned, along with the art; and, as a consequence, more of both knowledge and discipline is derived from the study. Still it is true that a great part of the time spent over the slate and arithmetic con-

tributes to neither, so much as it ought. More of mental arithmetic should be insisted upon, with reference both to training the powers of memory and analysis, and to the practical uses of arithmetic in every day business. And written arithmetic might well be confined, in ordinary cases, to a thorough explanation of its principles, and a sufficient number of examples for illustration. Arithmetic thus studied would contribute its fair proportion to the two purposes named above. It is doubted whether the mere *intellectual puzzles, the extraneous and super-arithmetical matter* contained in some of our text-books, are of much worth in promoting healthful and symmetrical discipline, while, as an addition to our practical knowledge, they are of none at all.

But allowing that this long dwelling upon arithmetical difficulties may add something of intellectual sharpness to our Yankee boys, would it not add much more to their respectability as scholars and their usefulness as citizens, to spend a portion of the time thus devoted, in learning to read, and spell, and speak, and write their mother tongue with more propriety? I claim that the thorough and careful study of language may impart as *much* of mental discipline as the study of arithmetic; and if there is a difference in the kind of training secured by the two, it is not in favor of the latter. But when we consider the value of the two as means of practical usefulness and personal accomplishment, it falls far below that of language.

To read well, is an elegant art, rarely attained by our young people. How few of them can take up an evening journal, and read the news of the day, especially from the telegraphic columns, intelligently and without hesitation. This would not be so if half the time consumed upon the less useful portions of arithmetic were given to the *study* of reading,—newspaper reading with the rest,—with dictionary and gazetteer in hand. Then, again, how few of our children on finishing their course at school, can express themselves with grammatical propriety in ordinary conversation; and how few of our young men can present their opinions in an address or a public debate with fitness and force, simply because they have not learned

the ready and accurate use of their mother tongue. Still again, if called upon to communicate their thoughts on any subject through the press, or to draw up a business document, or a series of resolutions, or to indite an important epistle, to what "lame and impotent conclusions" do they often suddenly come, to their utter confusion. And this want of early training in the grammar and composition of the language, is felt in after life much more seriously than any want of skill in solving arithmetical enigmas. I hope not to be misunderstood. Arithmetic is one of the most valuable and beautiful studies; beautiful in its place and season, but not when it overshadows and dwarfs all other branches of the tree of knowledge. Our conclusion, then, seems a very safe one, that, as compared with reading, spelling, and grammar, arithmetic has received too large a share of attention in the common schools.

History, another branch of study admitted to a place in the schools, has not, however, received the attention which its importance claims for it. At this crisis in our national career, it seems especially befitting that our school children should study the history of the fathers—the fathers of the settlement and the fathers of the revolution. Older and younger, we should trace anew the steps of the process by which they built up our temple of liberty and law, from the foundation laid in the cabin of the May Flower, to the top stone which crowned it in the constitution. We should become familiar with their labors and self denials, their hopes and fears, their struggles and triumphs, as recorded in the pages of our marvellous history, and from the cost of our institutions, endeavor to estimate their value. In this way most effectually can the schools be taught the principles of patriotism which the statute enjoins. If in many schools there is not time for distinct recitations in this study, some properly prepared work in history might be used as a reading book, and combine the two exercises in one. The miscellaneous reading of the ordinary books has its peculiar advantages. So also would the continuous historical narrative. Perhaps for this purpose something might be subtracted from the study of geography; or rather by the study of history along with that branch, its bleak coast-lines and desert wastes would freshen and grow green with beauties unseen before.

E. P. Weston.

THE LAWS OF CHILDHOOD.*

THE merit of the Pestalozzian system is that, recognizing the character of children, it adapts itself to this, doing invariably and systematically what all good parents and teachers do often and intuitively.

Pestalozzi recognized the nature of a child as threefold—physical, mental, and moral. He demanded that this nature should be aided in developing itself simultaneously, harmoniously, and progressively. He noted the threefold characteristics of this threefold nature, and said, "The chief characteristic of a child's physical nature is activity; of his intellectual nature, love of knowledge; of his moral nature, sympathy. No educational system can suit him unless it works by these."

I. Activity is a law of childhood. Its abuse produces restlessness, love of mischief, etc. It were not too much to demand that the number of hours devoted by growing boys and girls to physical exercise, in some shape or other, should equal those devoted to intellectual exercises. This the teacher can not secure. She can, however, insist (as a necessary condition of work) that her pupils shall have two recesses in the morning, and one in the afternoon, each twenty minutes long: that during the time of recess they be not constrained to quietude; for children, unless asleep, can not rest without they play, and they can not play without making a noise; that they shall sit and stand alternately; that they shall have physical exercise between each lesson, unless singing or recess intervene, and that the remainder of the time be honestly occupied in school work.

It is really a sad sight to see young children permitted neither to work nor play, but kept in their seats for two or three hours under pretense of studying. Were schools instituted for the purpose of training little ones to the love of mischief and to idleness, they could hardly adopt better means to secure such an end. To divide a school into two sections, to take *each* alternately, and, while teaching one, to provide the other with

* A paper prepared by Miss M. E. M. Jones, of London, and read before the Educational Convention at Oswego N. Y., in February last.

something to do (the doing of which is to be tested,) as copying printed columns of words, arranging patterns of forms or colors, weighing, measuring, working number exercises on slates or blackboards, drawing the school-room to scale, reproducing on their own slates lessons in spelling or in language. All *this* requires not only the necessary apparatus, but *training*, *energy*, and moral influence on the part of the teacher. It *is* easier, to be sure, to remain in one's seat, calling up one class at a time, and hearing these read and spell in turn, while the rest are commanded "to keep studying."

Now that another method of keeping school is introduced consistently with the greater energy expended by teachers and children, the number of school hours ought to be diminished. It has been amply proved that the children of the Home and Colonial Schools, London, now attending school during five hours, make greater progress than they formerly did in six.

I shall not be surprised to find the number of hours reduced to four. Edwin Chadwick, J. Currie, and other educators, who can speak as having authority, declare that more than four hours in the day can not advantageously be spent in school by children less than eight years of age.

Even in the case of elder children, I should not be inclined to add to the four hours; but I would diminish, and at length dispense with the intervening physical exercises, recesses, etc. Gymnastics and drilling are good, but these can have another time set apart for them; and as soon as the scholar is able to work alone, he should be required to spend at first twenty minutes, and ultimately, perhaps, two hours in the performance of an appointed task, not merely in preparation for recitation, but in writing exercises, and in the reproduction of the oral lessons he receives from his teacher, etc.

To make these oral lessons worth recording, indeed to insure them as being of any value at all, they must be well prepared. Much, if not all the time gained by the teacher will be devoted to this. In Germany or England, a trained teacher (and untrained teachers are not recognized) would no more think of addressing her scholars without preparation, than a lecturer his audience, or a minister his congregation.

II. *Love of knowledge* is a law of childhood. The abuse of this produces idle and impertinent curiosity. It is a simple fact, that the appetite of a child for knowledge is as keen as his appetite for food. If we say we find it otherwise, it is because we give him words when he knows not what they express, signs when he knows not what they symbolize—the husk instead of the kernel; or if, indeed, the kernel is there, he can not get at it through the shell. The maxims laid down by Pestalozzi for the mental training of children are as follows:

"1. Reduce every subject to its elements. One difficulty at a time is enough for the mind of a child, and the measure of information is not what you can give, but what he can receive.

"2. Begin with the senses. Never tell a child what he can discover for himself.

"3. Proceed step by step. Take not the order of the subject, but the order of nature.

"4. Go from the known to the unknown, from the idea to the word, form the signification to the symbol, from the example to the rule, from the simple to the complex."

Formerly we reversed all these rules. Our usual plan of teaching children to read and spell is a good example of their violation. Let us, on the contrary, follow these rules, and we ascend

From *Form* to *Geometry;*
" *Place* to *Geography;*
" *Weight* to *Mechanics;*
" *Size* to *Proportion in Drawing and Architectural Designs;*
" *Number* to *Arithmetic and Algebra;*
" *Color* to *Chromatography;*
" *Plants* to *Botany;*
" *Animals* to *Zoology.*
" *Human Body* to *Physiology;*
" *Objects* to *Mineralogy, Chemistry, etc.;*
" *Actions* to *Arts and Manufactures;*
" *Language* to *Grammar.*

With reference to this ascent, Pestalozzi noted,

First, the order in which the faculties are developed with respect to one another; and,

Secondly, the order in which each develops itself with respect to its objects:

1. First, the perceptive Faculty;
   Secondly, the Conceptive Faculty;
   Thirdly, the Reasoning Faculty.

2. In the exercise of the Perceptive faculty, the *perception of likeness precedes the perception of difference*, and *the perception of difference perceptions of order and proportion.*

In the exercise of the Conceptive faculty, *concepts of things physical precede concepts of things imaginary*, and *concepts of things imaginary concepts of things metaphysical.*

In the exercise of the Reasoning faculty, *the power of tracing effect from cause is based, chiefly, on the perception of order; the power of tracing analogies on the perception of likeness; the judgment on the perception of difference.*

III. *Sympathy* is a law of childhood. Pestalozzi argued that *young children can not be governed by appeals to conscience*, *veneration*, or the love of the beautiful, because in them these sentiments are not yet developed. Still less are they to be governed by the excitements of emulation, as commonly understood, or of fear. True, the principle of emulation exists in the child, and a wise teacher will appeal to it, not with reference to his class-fellows, but to his task. The lesson, and not the schoolmate, is to be overcome. The latter is to be recognized not as an antagonist, but as a fellow-worker. The prize of success is not for *one*, but for *all.*

The principle of fear, too, exists in the child. It is right that he should be afraid to incur the displeasure of his teacher; but the fear of bodily pain merely is the lowest of all motives. It is hardly possible to cultivate the conscience of a child who is brought up under its influence; for, if he do right from fear alone, he will certainly do wrong whenever he judges he has a chance of doing it undetected. This every ones knows.

Concerning fear and emulation, as employed by unwise teachers, Pestalozzi wrote, "Moral diseases are not to be counteracted by moral poisons." He maintained that very young

children were to be governed by *sympathy;* that the teacher can, and does communicate her own spirit to the scholars. "Do and be," said he, "what you wish your children to do and be." "Work *with* the will, not against it."

Furthermore, he showed that this sympathy, as a motive to action, must be gradually superseded by the *rule of right*, so soon as the children are able to recognize and apply the latter; for all good government tends to self-government—all good education, in childhood, tends to self-education.

May the children of our schools progress from suitable impressions to befitting habits; from good feelings, to right principles; from submission to the impulse of fear, to obedience to the dictates of conscience; from love of friends, to the love of God.

THE OLD FERULE.

BY B. P. SHILLABER.

Grim relic of a distant time,
More interesting than sublime!
Thou'rt fitting subject for my rhyme,
And touch'st me queerly;
Unlike the touch that youthful crime
Provoked severely.

It was a dark and fearful day
When thou held'st sovereign rule and sway,
And all Humanity might say
Could not avert
The doom that brought thee into play,
And wrought us hurt!

Ah, Solomon! that dogma wild
Of sparing rod and spoiling child,
Has long thy reputation soiled,
And few defend it;
Our teachers draw it far more mild,
And strive to mend it.

Oh, bitter were the blows and whacks
That fell on our delinquent backs,
When, varying from moral tracks,
In youthful error,
Thou madest our stubborn nerves relax
With direst terror.

I know 'twas urged that our own good
Dwelt in the tingle of the wood
That scored us as we trembling stood,
  And couldn't flee it;
But I confess I never could
  Exactly see it.

The smothered wrath at every stroke
Was keenly felt though never spoke,
And twenty devils rampant broke
  For one subdued,
And all discordances awoke—
  A fiendish brood.

And impish trick and vengeful spite
Essayed with all their skill and might
To make the balance poise aright;
  And hate, sharp-witted,
Ne'er left occasion, day or night,
  To pass omitted.

I see it now:—the whittled doors,
The window panes smashed in by scores,
The desecrated classic floors,
  The benches leveled,
The streaming ink from murky pores
  The books bedeviled.

Small reverence for Learning's fame,
For master's toil of nerve and brain,
They saw Instruction marred with pain,
  And Alma Mater
Was thought of only by the train
  To deprecate her.

'Tis strange to have thee in my grasp;
My fingers round thy handle clasp,
No sense of pain my feelings rasp,
  As last I knew thee;
Then thou didst sting me like an asp,
  Foul shame unto thee!

But gentler moods suggest the thought—
That still thine office, anguish-fraught,
For our best good, unselfish, wrought,
  Had we but known it,
And we, with grateful spirit, ought
  To freely own it.

Perhaps—but I am glad at heart
That thou no more bear'st sovereign part
In helping on Instruction's art
  By terror's rule—
That other modes will prompt the smart
  Than thee in school.

Thanks, old reminder of the past,
For this brief vision backward cast;
We measure progress to contrast
Times far and near,
Rejoiced on summing up at last,
We're not arrear.

Boston Saturday Gazette.

For the Journal.

GREENE'S ENGLISH GRAMMAR.

ANY one who will look at the long catalogue of authors of English grammars in the introduction to "Gould Brown's Grammar of English Grammars," might think that a new book on this subject would be proof positive of mental delusion. It might almost be said of one so rash, "he has gone over to the majority." And yet any one who has taught English grammar for any length of time has known quite well that no text-book has been perfect. Indeed, many teachers have been almost tempted to write a new grammar themselves. Professor Greene's new work contains many improvements upon his other works, and is well worth the attention of all who are interested in teaching or in learning their mother tongue. We may take some other opportunity of discussing the merits of the book as well as the claims of the subject it presents to a more thorough and profitable study, but now we desire to say for the benefit of fellow-teachers that much can be learned from it by any who have not completed their studies in this department. In precision of statement and in methodical arrangement of topics the "Syntax" is especially valuable. It is not, however, a book for beginners, if beginners require a grammar made easy. It demands, as every text-book for students should demand—close study, much thinking, and more ample illustrations. To those who think it worth while to know their own language as they desire to know other things, and are willing to pay the price of patient study, this book can not but be a guide and a help.

It is a defect in all grammars for schools that so little space is devoted to the derivation and composition of words. It is true that this subject is too large for the limits of any ordinary text-book, but this is not a sufficient reason for the almost total neglect of so interesting and so useful a part of grammar. The teacher must still depend upon his own resources for what he does in this respect, and yet no one can be said to do his whole duty in teaching grammar in any school whatever, without giving some attention to this large and inviting subject. We wish it received much more attention than it does.

H. B. B.

MISCELLANY.

S. J. WHITON. We learn that this gentleman, one of our Associate Editors, of whose contemplated mission we spoke in a former number, did not sail until quite recently. He is now on his way to West Africa where we trust his labors may be abundantly blessed. To any who may have occasion to communicate with Mr. Whiton we would state that letters forwarded to the care of Rev. George Whipple, 61 John St. New York, will be promptly forwarded.

NEW HAVEN. L. A. Thomas Esq., formerly postmaster of this city has recently been elected Superintendent of the schools. He has, for many years, been an active member of the Board of Education and will engage with earnest devotion to the duties of his new office. We wish him abundant success, and feel that in him the teachers of New Haven will find a sympathizing friend and helper,—while the schools will be elevated by his efforts.

DANBURY. We learn that the schools in this place are in a prosperous condition. The Middle Center School, under the charge of Prof. Dowd, is spoken of in terms of commendation. Mr. D. is certainly an earnest and efficient teacher. We are glad to learn that there is some prospect, that a union school may, ere long, be established in this place. It would prove a great advantage to Danbury.

Mr. Lamonte is teaching one of the schools with good success. Misses Stevens and Miss Fayerweather are also doing excellent service in the schools of Danbury.

AMERICAN EDUCATIONAL BUREAU. Smith, Willson & Co., have established an agency at 561 Broadway New York, which must be found very useful. The following are the prominent objects of their establishment.

1. A depository of books, maps, charts and apparatus for schools, and for teachers' inspection.

2. A medium for teachers to secure situations, or for committees to secure teachers.

3. A medium of information in relation to schools, for such parents as have occasion to send from home.

4. An agency for negotiating sales of schools and school property.

We commend this agency as worthy of support and confidence.

IN MEMORIAM. We had prepared for our last number, a brief notice of some testimonials of respect given to Miss C. F. Whittemore, late and for several years first assistant of the Broadway school,

Norwich. This stated that Miss W. had received from Mr. Allen, the principal, a beautiful silver tea service and also valuable presents from the pupils,—as a recognition of the acceptable labors she had rendered in the school. The notice was inadvertently omitted and it is now our painful duty to record the death of Miss Whittemore, which took place in Lancaster, Mass. early in May. Rarely are we called to record the decease of a teacher possessed of so many excellent and estimable traits. She was in word, in deed, in movement a teacher whose influence was felt for good. Possessed of an unusually amiable disposition her whole bearing was characterized by that pleasing dignity and gentleness which exert a charming influence over all within their influence. She has ceased from her labors, but her noble efforts will testify of her fidelity for years to come. Being dead she still lives in the hearts of multitudes who have been favored by her training.

BOOK NOTICES.

THE BOY SOLDIER: or Infantry Tactics for Schools, explained and illustrated for the use of teachers and pupils; by the author of "School Amusements." 12mo. 180 pp. New York: A. S. Barnes & Burr.

This is a book for the times and Mr Root has done a good work in its preparation. Two years ago such a work would have found but little favor with us, but now we think highly of it. Many of our teachers and schools need just such a book The present times and circumstances call for its use, and we believe that attention to the exercises and drills contained in this little work will do much to make school pleasant, and at the same time result in giving a physical and military training demanded by the times. We do not know the price, but presume that for 50 cents the publishers will send it postage paid to any address.

DAVIES' PRIMARY ARITHMETIC, by the same publishers, is just the thing for the little folks. It is very prettily illustrated and makes the first steps in numbers attractive. We cordially commend it to teachers

SHERWOOD'S SPELLER AND PRONOUNCER: containing seventy-five Lessons composed of Words in common use and of difficult orthography; by George Sherwood.

This little book was intended to accompany the Writing Speller, by the same author, which we noticed in a recent number. The two books carefully used will do much to awaken interest and secure improvement in the important department of spelling The book, though small, contains a large number of difficult and important words.

It may be had of George Sherwood, Chicago, or of F. C. Brownell, New York. Price 85 cents per dozen; 10 cents single copy.

FIRST LESSONS IN MECHANICS: with practical applications, designed for the use of schools; by W. E. Worthen. 12mo. 192 pp. New York: D. Appleton & Co.

This little book is well illustrated and contains in a condensed form a great amount of practical information with which the young ought to be familiar. It will prove a valuable book for schools or for the private student.

REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS OF PENNSYLVANIA, for the year ending June 3d, 1861.

Our thanks are due to Hon. Samuel P. Bates, deputy-superintendent of schools, for a copy of this Report. We have examined it with much interest as giving ample proof that the cause of education is in good hands, and that the superintendent and his deputy are doing what they can to vitalize the cause in the state for whose good they labor. We gather the following facts from the statistical tables:

Whole number of School Districts,	1,797
Whole number of Schools,	11,910
Whole number of Pupils,	596,765
Average attendance,	384,752
Whole number of Teachers,	14,297
Whole number of male Teachers,	8,549
Whole number of female Teachers,	5,748
Average wages per month of male Teachers,	$25.68
Average wages per month of female Teachers,	19.71
Total cost of School-houses,	527,909.60

THE REPORT OF THE SUPERINTENDENT OF PUBLIC SCHOOLS OF TOLEDO, OHIO, for the year 1861.

For the last three years the schools of Toledo have been under the superintendence of M. T. Brown, Esq., well and most favorably known in this state as an earnest and judicious friend of education.

The Report before us is an excellent one, and gives the most abundant proof of our friend's ability and fidelity. In our January number we gave an extract on "School Discipline." From this admirable report we learn that the enrolment of scholars in the several grades of schools under Mr. Brown's supervision was as follows:

High School,	157
Intermediate (between High and Grammar,)	139
Grammar Schools,	245
Secondary,	535
Primary,	1046
East Toledo, (mixed,)	115
Colored,	37
Total,	2264

OUTLINE MAPS.—We would call the attention of teachers and school visitors to the advertisement of O. D Case & Co. on the cover of the Journal. Mitchell's Outline Maps should be found in every school-room of the state, and we are glad to learn that they are gaining favor daily. Their right use will do much to make geography a pleasant and profitable study. Teacher! if you have not these maps we would urge you to procure them. They have been greatly improved by Professor Camp, so that the present edition may be considered a great advance upon the old ones.

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